

Current Required Iowa Assessments -State Level 2015-2016 School Year

Student Population	Instrument	Age/Grade Levels	Purpose	Item Type	Platform	Accountability	Content Area	Content Measured
All Students except 1% of Students with Significant Cognitive Disabilities (SSCD)	Iowa Assessments	Grades 3-8, 10, and 11	Summative	Multiple choice	Paper and pencil	ESEA Federal Reporting	Reading	Levels 5/6: Words and comprehension Levels 7 and 8: vocabulary, explicit meaning, implicit meaning, key ideas, authors craft Levels 9 - 14: key ideas, explicit meaning, implicit meaning, authors craft, and vocabulary ¹ 281—IAC12.8(1)(b)(2) 281—IAC12.8(1)(f)(1) 281—IAC12.8(1)(f)(2)
All Students except 1% of SSCD	Iowa Assessments	Grades 3-8, 10, and 11	Summative	Multiple choice	Paper and pencil	ESEA Federal Reporting	Mathematics	All Levels: number sense and operations; algebraic patterns and connections' data analysis, probability, and statistics; geometry; and measurement ² 281—IAC12.8(1)(b)(2) 281—IAC12.8(1)(f)(1) 281—IAC12.8(1)(f)(2)
All Students except 1% of SSCD	Iowa Assessments	Grades 5, 8 and 11	Summative	Multiple choice	Paper and pencil	ESEA Federal Reporting	Science	Levels 7 -14: concepts in life, Earth/space, and physical science ³ 281—IAC12.8(1)(b)(2) 281—IAC12.8(1)(f)(1) 281—IAC12.8(1)(f)(2)
1% of Students with Significant Cognitive Disabilities	Dynamic Learning Maps (DLM)	Grades 3-8, and 11	Instructionally embedded summative outcome measure/ progress monitoring	Rating scales	Paper and pencil/ instructional materials	ESEA Federal Reporting	Reading, mathematics, and science	Reading comprehension, math problem solving, math concepts, data interpretation, math estimation, science inquiry, concepts in life, Earth/space, and physical science
All English Language Learners	English Language Proficiency Assessment for the 21st Century (ELPA21)	Grades K-12	Summative	Multiple choice/ constructed response/oral response	Online	ESEA Federal Reporting	English language proficiency/ academic language	Academic language acquisition in reading, writing, speaking, and listening. Aligned to the new Iowa English Language Proficiency Standards and corresponds to the Iowa English Language Arts Standards of the Iowa Core.
All English Language Learners	Tennessee English Language	Grades K-12	Screening for ELL placement	Multiple choice/	Paper and pencil	ESEA Federal Reporting	English language proficiency/	Academic language acquisition in reading, writing, speaking, and listening

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	Proficiency Assessment (TELPA)			constructed response/oral response			academic language	
National and Iowa Sample except 1% of SSCD	National Assessment of Educational Progress (NAEP)	Grades 4, 8, and 12	Summative	Multiple choice/constr ucted response	Digital based	ESEA	Math, reading, science, writing	Reading comprehension; vocabulary; number properties and operations; measurement; geometry; data analysis, statistics, and probability; and algebra; physical science, life science, and earth and space sciences and four science practices:
Preschool	Teaching Strategies GOLD	Preschool-4 year olds	Summative	Teachers make and document observations using rubrics and checklists	Student responses entered by teacher into data-base;	Iowa Reporting	Reading	Iowa Early Literacy Standards Concepts of print Print awareness Writing
All students	Formative Assessment System for Teachers (FAST) Suite of Assessments: CBM Reading, aReading, and Early Reading (2013-14 ¹)*	Grades K-3	Universal screening; progress monitoring	Individual student administered and multiple choice	Student responses entered by teacher into data-base; AReading is online	Iowa Reporting	Reading	<ul style="list-style-type: none"> • Fluency • Concepts of print • Phonological awareness • Phonics/decoding • Vocabulary Comprehension 281—IAC 12.8(1)(f)
1% of Students with Significant Cognitive Disabilities	Iowa's Early Literacy Alternate Assessment - The Dynamic Learning Maps Aligned K-3 Early Literacy Alternate Assessment	Grades K-3	Instructionally embedded summative outcome measure/ progress monitoring	Rating scales	Paper and pencil/ instructional materials	Iowa Reporting	Reading	Reading comprehension

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	(alternate to the FAST)							
Self-selected students	ACT or other college readiness indicator	Grades 11 or 12	Summative	Multiple choice	Digital based	Iowa Reporting	College Readiness	College Readiness 281—IAC12.8(1)(b)(2)
All students	District choice of a reliable and valid assessment(s)	At least one grade	District decides	District decides	District decides	Iowa Reporting	Mathematics and Science	District decides 281—IAC12.8(1)(f)(1)

¹Iowa Assessments Reading Comprehension: recognize and understand stated information; draw conclusions or make inferences ; Identify central ideas and their support; synthesize or summarize information; discern traits, feelings, or motives; make predictions; understand literary devices and elements; interpret; use context to determine meaning non-literal language; understand text features, structures, style, or tone; connecting/extending ideas

²Iowa Assessments Math Problem Solving: describe and apply properties of numbers; use place value and write numbers in standard, expanded, and exponential form; use and interpret operational and relational symbols; use expressions and equations to model situations; classify numbers by divisibility; explore numerical patterns; describe geometric properties, patterns, and relationships; represent, compare, and order numbers; demonstrate ways of performing operations; estimate and round real numbers; solve equations/inequalities; estimate and round real numbers

³Iowa Assessments Science: organisms and their habitats; changes in organisms; interactions in an ecosystem; interactions in an ecosystem

*Or another approved early literacy assessment